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ABSTRACT

This guide is intended to help social studies educators in Nova Scotia develop a junior-senior high school program for students who have had a history of learning difficulties and whose acquisition of skills has been slower than average. The first part of the guide contains a definition of the student for whom the program is intended, guidelines for identifying program candidates, program objectives, basic approach and strategies, administrative considerations, and teacher considerations. The second and major portion of the guide outlines the content of the adjusted program. There are five basic units, dealing with physical geography, community study, Atlantic Canada, living in Canada, and living in North America, and seven supplementary units, dealing with world cultures, Canada in the 20th century, current events, consumer education, citizenship and government, mass media, and outstanding people who have contributed to Canadian life. Information provided for each unit includes educational objectives, a brief description of content, teaching ideas/student activities, and a listing of resources. (RM)

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ADJUSTED PROGRAM (ACADEMIC) GUIDE

INTRODUCTION

SOCIAL STUDIES

50 015 403

Curriculum Development
Teaching Guide # 63

Nova Scotia
Department of Education
Halifax, Nova Scotia
1980

TABLE OF CONTENTS

General Definition 1

Guidelines for Identifying Program Candidates 3

Objectives of the Program 5

Basic Approach and Strategies 6

Administrative Considerations. 7

Teacher Considerations 10

Contents of Adjusted Social Studies. 1-31

I. GENERAL DEFINITION

The adjusted program is an alternative program to meet the needs of some students for whom the usual range of junior-senior high school offerings does not provide a complete program of suitable courses. The program is designed with a full recognition of the characteristics, attitudes and skill attainment which these students have developed during their successful but slower paced progress in elementary and/or junior high school years. Consequently they are unlikely to advance in courses designed for students with fewer problems or problems less hampering than theirs. Major adjustments in content, approach, procedures and expectations are deemed necessary features of the adjusted program.

In the adjusted program, four subjects constitute an academic core: English language arts, social studies, science and mathematics. Courses in these subjects are specifically devised for students in the adjusted program.

Other courses which students in the adjusted program are expected to choose are art, music, home economics, industrial arts, and physical and health education. The degree of achievement, but more importantly the potential, of the students concerned will determine whether the course work is the same as that of other students in other programs, or whether students in the adjusted program require adjustments best provided in special classes if facilities and staff are available. Wherever possible, students in an adjusted program should be combined with those in other programs for all or some of these courses.

Schools having facilities for industrial arts and home economics should ensure that these courses are taught with reference to the following guides: Home Economics (for children and youth with exceptional learning and behavior characteristics), Curriculum Development Teaching Guide No. 6, 1977, Industrial Arts Education - Total Program Handbook, 1979, and various shop course guides which will be available during the winter of 1979-80. Those schools lacking these facilities should arrange to use facilities of a nearby school if feasible. Otherwise they should explore community means of providing special program features as well as the possibility of extending choices among other electives.

Combined with school-based instruction in the subjects above, work assignments in the community should be included when possible in the final year(s).

Successful completion of the adjusted program offers students several further educational opportunities.

a) Some may enter an intermediate industrial program within a vocational school which can lead into one of the regular programs offered in the school concerned.

b) Some may undertake an occupational exploratory/intermediate industrial program offered in a regular secondary school.

c) Some may be adequately prepared to enter the general program with possible arrangements for modification and further supportive assistance.

d) Some completing the adjusted program may seek employment rather than continue in full time school attendance. The provision in the final year(s) of the adjusted program of work assignments, or periods of work experience in the community, and many components of core courses in all three years help prepare for employment.

In some systems, students who meet age and preparation requirements may enter an occupational exploratory/intermediate industrial program located either in a regular or composite high school or in a secondary vocational school after completing fewer than the usual number of years in the adjusted program.* These students may complete their work in the core subjects of the adjusted program as part of the program in the occupational exploratory/intermediate industrial program. Upper levels of these core courses are authorized components in this program. Standards set and other adjustments are required to ensure that those who enter after completing the adjusted program do not repeat course work already covered.

In some systems and some individual school situations, work assignments in the community become a major component of the adjusted program. The students become involved in actual work experience which may extend from a half day a week or half of each week to continuous blocks of time of a week or more at various times during the school year. (See Administrative Considerations, p. 8). Any minor or major work assignments or experience have curricular implications for all in-school subject work of the students. Functional language and practical mathematics, for example, can easily be adjusted to the demands of work which students have in work assignments or are placed for work experience.

Work assignments or work experience may be part of career education in any secondary school program. They take on a somewhat different emphasis in the adjusted program. Some of the students may move sooner into regular employment and both their work experience and preparation for it through their school courses may relate to an earlier transition

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* These programs may have a different name but will have many program features in common with programs called occupational exploratory or intermediate industrial.

to employment. This possibility makes very significant the provision of classroom activities which prepare for the transition by emphasizing job-seeking and job-keeping skills in all core courses.

The general definition of the adjusted program and the guidelines for its use indicate the program is basically designed as a three-year program. The varying combinations of facilities, staff, students and grade levels in school buildings or on a single school campus within some school systems in the province may be a base for locally defined adaptations of this program. If such adaptations involve any major variations in selection of students, in objectives, content, or materials, or in the stage in the P-12 continuum or the number of years the program is offered, Departmental approval of the program to be offered should be requested, whether planned for a short or long term. Departmental approval is required for an adjusted program or for any program with special features.**

II. GUIDELINES FOR IDENTIFYING PROGRAM CANDIDATES

The adjusted program is designed for students who may have had a history of learning difficulties and/or whose acquisition of skills has been slower than average. These general problems are known to all skilled school personnel to manifest by interacting to compound one another. It is essential that the right students enter and work through the adjusted program and that the program be the right one - based upon a careful diagnosis of their recognized needs.

The principal, teacher, guidance counsellor, and other resource personnel are crucial to the development of a soundly based adjusted program and the identification of program candidates. Each can contribute through clearly defined roles and responsibilities both in the selection and placement of students and in details of design and provision of adjusted courses to prepare students for the most suitable further education, for work, and for a satisfying self image and responsible citizenship.

Following are some of the characteristics, attitudes and problems to be considered in identifying a student who may be placed in an adjusted program:

1. Lacks a number of the minimum core of skills and understanding needed to advance in the usual range of junior high courses.

2. Possesses only partially acquired skills which are not adequate to promise success in reaching the demands and objectives of more advanced courses.

** Application for approval of work experience programs may be obtained from Divisional Inspectors of Schools or from Curriculum Development, Nova Scotia Department of Education, P.O. Box 578, Halifax B3J 2S9.

3. Is perhaps one, two or more years overage for the grade level.

4. Has a short attention span for academic courses.

5. Seems to work best in concrete, tangible learning situations which require less abstract thinking.

6. Either reacts more slowly than other students or more impulsively.

7. Demonstrates at times behavior problems or defiance of class or school routines and rules as a result of the cumulative effects of failure.

8. Demonstrates reluctance to co-operate in group activities for fear of peers' assessment.

9. Is especially unco-operative if activities emphasize an inability to read, speak or write fluently or correctly.

10. Has difficulty in some self-directed activities.

11. Lacks a realistic self-understanding, self-belief or self-confidence.

These characteristics and others of like nature should be considered in combination with an analysis of all available data relating to the students' history - home, school, community. Provided that school systems have or can secure adequately trained and understanding personnel to administer and interpret the results of scholastic aptitude tests (deviation score type), the above analysis might well be combined with the administration of two or more such tests which will probably indicate an ability of 1 or 2 standard deviations (SD) below the mean. The ability range to be considered would be approximately 70-85 according to most commonly used individual intelligence tests.

Important to a positive approach and planning is the realization that the students being considered possibly have qualities different from those listed above as a base for selection of candidates for the program. For example, students who have difficulty in both reading and mathematics, may be adept mechanically or artistically and may well have more social awareness and adaptability than more academically-talented peers.

The program and student progress as well as the selection of students must be under continuous assessment to ensure the aims of the program are achieved and continue to be appropriate to student needs.

III. OBJECTIVES OF THE PROGRAM

The objectives of the adjusted program are the same as for other school programs in which educational, personal and social growth are interrelated.

Because many students in the program have attitudes and problems which accompany a history of failure, special attention to maximizing opportunity for success and to developing self-confidence, motivation, and responsibility needed for living, for earning a livelihood, and for continued purposeful learning must be reflected in the specific objectives of an adjusted program.

Educational Objectives of the Program

The program should:

1. develop practical skills of listening, speaking, reading and writing which students need for enjoyment for day to day home, job and community life.

2. develop in students the ability to apply mathematical concepts to everyday situations;

3. ensure that they understand and can apply what they learn in all school subjects in daily activities;

4. develop manual skills through suitable hands-on activities providing practical examples of activities and experiences they are likely to have after finishing the program;

5. provide opportunities to work both alone and with others to solve problems, and to increase communication and interaction with others;

6. help students explore career opportunities which are realistic and provide for development of some specific skills they realize are needed for jobs of interest to them;

7. help students achieve to the greatest degree possible those objectives specific to each of the components which comprise this adjusted program.

Personal and Social Objectives

As important as the educational objectives is the students' need to acquire the ability to function better in group situations and to interact more positively in school and community settings.

Teachers should assist students to:

1. develop a sense of self-worth;

2. build self-confidence in their ability to relate to others;

3. understand and practice good personal attitudes and habits, especially those related to good health and use of leisure time;

4. be familiar with the use of money and the use and misuse of credit, unemployment insurance, contracts, mortgages, and matters related to jobs and job security;

5. acquire a knowledge of laws which relate to their present life situations and the environment in which they will live and work, and develop understanding of their responsibilities and rights in a society protected by laws and legal procedures;

6. develop a feeling of confidence and satisfaction through the completion of assigned and self-initiated tasks within the program;

7. develop feelings of responsibility for both their actions as individuals and the actions of the group;

8. encourage participation in school and community activities to help build a sense of belonging and contribute to school, family and community;

IV. BASIC APPROACH AND STRATEGIES

Individuals learn differently; therefore, every effort should be made to identify the best procedure for each individual enrolled in an adjusted program. Details in the adjusted program should be designed in each school with the known needs of the carefully selected students in mind. The program should emphasize an activity approach to learning, using a selection of topics which are practical, concrete, and concerned with the particular students' everyday experiences, interests and realistic aspirations. These activities should take place in an atmosphere of concern for the students' mental health based on a knowledge of home, community, school background and present environment and influences.

Teaching an activity-oriented program requires careful planning. The teachers who teach most of the courses to the class should plan the activities together to reinforce each other's role in the program. The integration of topics across subject lines is recommended. The value of subjects such as music, art and physical education in reinforcing learning in other areas should be remembered. Courses in these disciplines provide opportunities for activity-based learning which contributes enrichment, success and satisfaction to each student's program.

Hobbies, vocational interests, and social development should be seriously pursued. Teachers are urged to provide work experience, field trips, use of resource persons, films, role playing, and discussions. Life skills should be emphasized. These include good nutrition, personal hygiene and habits which increase employability such as being punctual, communicating clearly, dressing appropriately and completing tasks with satisfactory effort.

The methods and materials used should provide the best possible opportunities for individually-paced learning. Drill should be used judiciously, but should be used! Quick, positive reinforcement should follow as well as the opportunity to use the skills strengthened by drill in real or life-like situations.

V. ADMINISTRATIVE CONSIDERATIONS

Introduction

The following two sections - Administrative and Teacher Considerations - outline several specific areas of special interest to administrators and teachers who wish to provide an adjusted program.

a. Timetabling the Program

Structuring of the adjusted program within schools may vary from the extremes of a fully departmentalized system to a situation where a class spends almost the entire day with a single classroom teacher. If a departmentalized system is used, co-operation is essential in order for students to understand that the same skills may be expected of them in many areas of study; that one skill developed through many parts of their program may be the key skill for success in a job, at home, or in a community situation in which they may become involved.

Other suggestions are: that all teachers share in planning so that co-operative complementary or supplementary teaching takes place; and that common assignments be considered; for example, a joint mathematics/science assignment or home economics/work experience assignment; that no more than two or three teachers be involved in the bulk of the program provided for adjusted program students - particularly at first and second year levels, and throughout for less able students.

A variety of time-blocks allows sufficient time for pacing teaching-learning activities properly. It is satisfying to the students to be given assigned work, or to launch an activity or project, complete it and have it evaluated within one time block. The student timetable for adjusted classes should show time-blocks for a full week including opportunities for the teachers to co-ordinate related subject areas; and time to carry out a field trip or have a speaker.

Considerations when developing a timetable for the adjusted program:

- does the timetable include all the necessary components of the adjusted program?

- does the timetable give adequate attention to the diagnosed special needs of the students concerned?

- does the timetable reflect opportunities for oral and written work as well as large group, small group and individual activities?

- does the timetable offer opportunities to integrate language arts with all other areas of curriculum?

- is the timetable constantly evaluated and are modifications made when necessary?

b. Work Assignments and Work Experience as Components of the Adjusted Program

Although career education of which work experience is a component begins much earlier, many students in the adjusted program should be considered candidates for work experience. The amount of time the students spend on the job may vary from system to system and from student to student. A variety of time arrangements becomes necessary because of limited access to work placements or specific student needs. Balancing of work experience and in-school course work is essential. Schools establishing work experience as a major part or component of the adjusted program should refer to Work Experience Guidelines, Youth Education Supplementary Document, No. 17, 1978, for help in planning such implementation factors as goals, administrative responsibilities, insurance and evaluation. Audio-visual aids prepared for school use may also be helpful.*

c. Assessment Policies

Some basic principles -

Continuous assessment is extremely important. The teacher and student should see assessment as including accurate diagnoses as well as measures of achievement, progress and mastery at each step. A student who participates in his/her own program evaluation learns important skills which will assist both the student and the teacher in establishing appropriate goals.

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* Teachers wishing to use audio-visual materials available for school use should apply to the Assistant Director, Educational Media Services, Department of Education, 5250 Spring Garden Road, Halifax B3J 1E8.

Steps in planning a remedial course should be taken in consultation with specialists in the school or available to the school. Include:

a) Standardized test data found on record cards.

b) Consideration of additional testing which may be needed to provide an accurate profile of the student's abilities.

c) Answers to the following or similar questions to establish a basis for program planning:

   i. what materials were used by the student during the previous year in each subject area or course?

   ii. was the material suitable to the ability of the student?

   iii. what specific gains were made in specific skills?

   iv. what areas are weak and need continued special effort?

d) Individual student profiles. The profiles may be used to:

   i. assist in making grouping decisions;

   ii. assist in selecting material;

   iii. determine emphasis of instruction;

   iv. consult with parents;

   v. assure continuity of program and progress.

e) Analysis with the student of self-recognized needs, interests and strengths.

Continuous evaluations and records:

Continuous assessment determines and capitalizes on the student's strengths. Specific sub-skills must be mastered by a student to a degree of competence which ensures that the student can apply the skill in a variety of situations throughout a long time span. When sufficiently mastered the skill can be used as a base for learning other skills.

Scope and sequence outlines which accompany most program materials are very helpful. The scope outline shows how skills may be used. Sequence outlines guide the teacher in selecting the subject skills in the appropriate order (generally in the order of difficulty).

Teachers must keep careful records of skills taught and the results of tests. The student should have access to records showing progress made, and often may take part in preparing and up-dating them. Unsatis-

factory test results will tell teachers and students that there must be re-teaching and re-testing. Methods of grouping for instruction and other classroom activities need to be adapted. Learning paces are not static and need adjustment in general and for specific tasks from time to time as a student advances or faces unexpected difficulties.

The number of students in each class frequently influences classroom activities. Principals should try to organize classes so that the number of students in any adjusted class provides an opportunity for oral discussion as well as individual and group teaching.

VI. TEACHER CONSIDERATIONS

a. Attitudes and Abilities of Teachers

The success of any school program hinges largely on the attitudes and abilities of the teachers involved; in the adjusted program this factor assumes critical importance.

The teacher in an adjusted program must share the qualities of any good teacher: a genuine concern for and an interest in the students, a sense of humor, a good self-image, a friendly but firm attitude, patience, versatility and resourcefulness. He or she must provide a structured program and set standards in both behavior and performance.

The need for positive, accepting and supportive attitudes cannot be over-emphasized. These should be apparent not only among the teachers in the program, but also among other staff members and administrative personnel. Administrative personnel are responsible for interpreting school programs locally and for promoting among all the staff a clear understanding of the aims and the objectives of the program.

Frequently teachers in the adjusted program have a sense of isolation, particularly in schools where there is only one adjusted program class with one teacher responsible for all or most of the work. Teachers need an opportunity to share their experiences and concerns with others similarly engaged, and it is therefore preferable to have, wherever possible, two compatible teachers who adopt a consistent approach sharing the responsibility for the core of an adjusted program. This arrangement is most beneficial to the students. They should not be required to cope with a departmentalized system in which they have more than two or three teachers. If departmentalization cannot be avoided, teachers should remain involved in teaching the class over a three year period to establish continuity.

b. Tips for the Teacher

- Most students like structure in their lives and should feel a sense of belonging. The adjusted program should offer this structure and should make students enjoy participating in the program.

- Study the total program to be provided during the school year and involve students in establishing emphases, scope, special features, expectations, and other factors.

- Work closely with the support staff, read record cards, but be open-minded and form your own opinions of the student and his/her abilities.

- Search for each student's strong points. These may be outside the realm of the academic. Encourage each student to pursue his/her strengths, talents and interests.

- If the student has a behavior problem, find the cause. The student may have a poor self-image because of repeated failure in school work.

- Protect every student; dignity is often fragile.

- Encourage involvement with all school activities particularly those belonging to the larger student body.

- Listen carefully to what students have to say and observe their relations with their peer group.

c. Relationships Between Objectives and Materials

Materials should be selected to provide for the individual needs and interests of the students. The age of the student and the approach of the teacher are factors of primary importance, i.e., strategies and materials designed for use in elementary schools, or strategies and materials already covered at an earlier stage, no matter how good they might be, may tend to destroy a student's self-confidence and will interfere with motivation and interest. However, materials should be such that the objectives of the program can be accomplished through them. For some students, lower level materials and strategies may occasionally be useful for specific teaching and learning activities.

There are many resources mentioned and listed in this guide for use in the adjusted program. Accessibility of teacher and student materials will vary - many will be listed items in the authorized listings of teacher and student textbooks and materials, available through the Department of Education. Others may be available from the Provincial Teachers' Library and from regional, community or university libraries.

d. Instructional Techniques and Strategies

Instructional techniques usually fall under one of the following classifications:

i. instruction or activities for the entire class

ii. instruction or activities for small groups
    a. formed because of common interests (affective)
    b. formed according to levels of competency (cognitive)

iii. individual instruction

The technique must complement the topic, and the topic must complement the needs of the individuals in the class. Technique will vary through development of any one topic activity. A teacher will need to take into account the varied attention span of slow learners and care must be taken not to vary the instruction or technique to such a degree that learning cannot take place. Students learn in different ways. Some learn certain things best on their own. Others need the security and challenge of the group. All need the constant inspiration and help of a skilled teacher.

Advantages of Full Group Instruction and Activity

1. In the initial stages of group learning, students are often timid and lack self-confidence. Many are not yet at a stage where they can participate individually. Full group experience can bring students to the point where they may begin to participate individually in what is being taught. For some students or classes the reverse may prove better, starting with individual tasks and teaching.

Full group instruction does not allow the individual to flourish and find the success and satisfaction which comes with attention to the basic need for individual attention and opportunity to participate.

Advantages of Small Croup Instruction and Activity

1. Small groups make concentration on a particular situation or task easier.

2. Small groups narrow the range of abilities (or interests) which must be taken into account.

3. Small groups provide security with peers for the less self-assured student.

4. Small groups provide a chance for students to express themselves and relate to others to a greater degree than within a large group.

It should be remembered that small group instruction denies interaction with the range of ideas, thoughts and personalities which the large group may provide. Large group instruction denies the opportunity to help each other in pairs or to know the satisfaction of self-directed, planned and carried-out activity.

Advantages of Individual Instruction and Activity

1. There is personal satisfaction to the student in receiving individual attention.

2. Individual projects or assignments develop the ability to acknowledge success and failure on individual terms.

3. The concentration of all the teacher's attention and skills can be on one person.

In spite of these advantages, individual instruction used exclusively can become isolated schooling.

e. Evaluation

Evaluation is the responsibility of the teacher and of the student. The key words with regard to evaluation are student effort and attitude as well as achievement. Examinations, tests, independent work and class work contribute to determining the success of each student. If tests and examinations (oral and written) are part of the evaluation system in the regular program, they should be used in the adjusted program as well. Teachers should try to assess students on effort and self-improvement and set fair and reasonable standards for each student. The failure to meet reasonable standards should be discussed with the student and corrective action or adjustment established. There should be sufficient flexibility to allow for mobility of students between programs during the school year. The degree of achievement varies among students. Every effort should be made to keep them striving and stimulated to want to learn. Teacher observation of each student's participation in course work and class activities should form a part of the evaluation procedure.

When assessing the students' work and analyzing with them the implications of the evaluation made, only one problem area at a time should be handled i.e., ideas in written work. Keep careful records of demonstrated weaknesses to be improved later. Teachers should profit from the opportunity which evaluation provides to study the areas upon which future program planning can take place. As well, evaluation provides the opportunity for each student to recognize individual achievement and success.

Adjustments made which constitute the adjusted program should be considered as a basis for evaluation of the program. If and when self-evaluation of student and self-evaluation of teacher indicate lack of success or not as much as expected, teachers should review the adjustments which were made as it may well be the adjustments which require modification.

SOCIAL STUDIES - ADJUSTED PROGRAM

CONTENTS

Introduction. 1

Adjusted Program in Social Studies. 2

Aim 2
General Objectives. 2
Some Examples of Specific Objectives. 2
General Statement on Arrangement of Units 3

Units, Teaching Ideas/Student Activities, Resources 4

Basic Units . . . . . .

Unit 1 - Earth. 4
Unit 2 - Local Area 6
Unit 3 - Atlantic Canada. 9
Unit 4 - Living in Canada 11
Unit 5 - Living in North America. 13

Subsequent Units. 15

Unit 6 - World Cultures 15
Unit 7 - 20th Century 17
Unit 8 - Current Events 20
Unit 9 - Consumer Education 21
Unit 10 - Citizenship and Government. 24
Unit 11 - Mass Media. 27
Unit 12 - Headliners Past and Present 29

INTRODUCTION

In social studies there is a vast reservoir of possible objectives from which to choose which will best serve the needs of the students. The amount of material from which the content of courses is to be selected, the variety of interests, and the diverse educational backgrounds which students bring to the classroom makes the task difficult.

Two fundamental and very important principles, however, should serve to guide teachers. Students have needs which the teacher must identify and direct his or her efforts to meet them. Through skill development and selected content, teachers help to meet students' needs. Teachers should guard against over-emphasizing content to the detriment of skill development.

With this in mind, social studies can be a vehicle for:

1. the development of the students' intellectual powers;

2. the building of esteem, for self and others;

3. the development of written, oral and visual communication skills;

4. the growth of positive attitudes to diversity - cultural, racial, social, etc.;

5. an awareness of some aspects of consumer education.

This component of the guide provides a sequence of units and outlines the twelve units to be taught normally over a three-year period.

Useful resources are varied and numerous. These are listed at the conclusion of each of the twelve units. Some of these sources appear in the Lists of Instructional Materials available through the regular allocation from the Nova Scotia School Book Bureau*.

Where appropriate, the lists of resources include reference to particular sections of the authorized texts for this course - *The New Exploring A Changing World* and the teacher edition of this text.

A useful publication from the Nova Scotia Government Bookstore entitled *Publications Catalogue* is available from: Nova Scotia Government Bookstore, 1597 Hollis Street, P. O. Box 637, Halifax B3J 2T3.

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*See note on Resources, p.11 in the Introduction to the Adjusted Program

ADJUSTED PROGRAM IN SOCIAL STUDIES

AIM

This program has been developed to provide teachers of the adjusted program with a number of units and activities for teaching students who require a greater use of concrete learning experiences related to their own life experiences. When appropriate the courses should be integrated with other disciplines of the adjusted program.

GENERAL OBJECTIVES

1. to develop in students curiosity and an eagerness to investigate; to assist students to learn what they should know about the earth if they are to live on it imaginatively, wisely and productively.

2. to help students be aware of and critically analyze day-to-day events.

3. to motivate students to plan for the future and to provide as many practical experiences as possible which will aid them; e.g., ideas and exercises relating to employment, home management, recreation and values.

4. to extend students' awareness, appreciation and acceptance of peoples of other cultures.

5. to help students develop an awareness of their responsibilities as citizens of their community, province, country; e.g., to learn that co-operation between individuals can lead to extended co-operation between and among people, communities, provinces and selected countries.

SOME EXAMPLES OF SPECIFIC OBJECTIVES*

1. to help students use an atlas and its table of contents.

2. to assist students to understand the different types of maps, legends, color keys, directions, and measurement of distances.

3. to help students understand that some products they see and use every day come from the regions or countries being studied and that countries depend upon one another for imported goods.

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*Teachers should be familiar with the list of Social Studies Skills: A Guide to Analysis and Grade Placement - Teaching Guidelines, History, Grades 7-12, 1976, p. 94-103.

GENERAL STATEMENT ON ARRANGEMENT OF UNITS

This program places emphasis on skills and should, as much as possible, be closely related to the real needs and interests of the students.

The first five units comprise the core of the program. The first unit is basic and should be referred to when teaching the remaining four units.

Content development should begin with a study of the physical geography in the local area, and move outward to include the province, region, country, and the North American continent.

The subsequent units build upon the first five, provide for a more detailed study of selected topics and can be taught either as separate and/or integrated studies.

In the subsequent units students' rights, duties and responsibilities as members of society are examined. Attention is also given to developing students' abilities to discriminate, to use the mass media, to be conscious of the influence of mass media, and to recognize propaganda, bias and prejudice.

Canada in the 20th Century is the topic in Unit 7 and the unit should be developed so that students will obtain an overview of Canada during the period 1900 to today.

Selected cultures from other continents and their relation to Canada are examined. The contributions to Canadian life of distinguished people are suggested as subjects of study in Unit 12 - Headliners Past and Present. These should relate in some interesting way to a facet of Nova Scotia culture.*

Current events should be a part of all levels and emphasized more at the third level. Activities which lead to personal development and growth should be explored and emphasized at every justifiable opportunity.

This is a three-level program and by the end of the third level all units should have been taught, the depth of coverage dependent on the needs, interests and ability of students.

The Supplementary Document No. 11, *Junior High Social Studies*, is a handy reference document, containing a bibliography as well as many useful ideas and examples of teaching strategies, techniques, student activities and exercises.

The teaching ideas and student activities suggested within each unit are sufficiently flexible to be adapted and used in units in which they are not listed.

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*See Unit 12, p. 29

FIVE BASIC UNITS

Unit 1 - Earth
Unit 2 - Local Area
Unit 3 - Atlantic Canada
Unit 4 - Living in Canada
Unit 5 - Living in North America

UNIT 1 - EARTH

Basic to an introduction of all successive units, this unit should introduce the Earth as one part of the universe and should deal with topics such as the Earth's shape, its land formations, climates and seasons. Using selected activities, teachers should lead their students to an understanding of the basic geographical and physical features of the Earth. Begin by examining these features as they relate to the local region. The study should then move to the world as a whole to allow for an understanding of basic geographical and physical features. Subsequent units will provide greater opportunity to develop understanding of these on a regional, Canadian and North American basis.

In developing skills the use of atlases, globes, maps, pictures, and other sources of appropriate information should be emphasized. A variety of activities should be used to teach this unit, as well as all subsequent units.

Content*

Local region: basic physical and geographical features
The Earth and its place in the universe - its shape and its relationship to other bodies of the universe
The continents (beginning with North America)
The other areas of Earth: water and oceans
Land formations
Main climatic zones of Earth and types of weather
Natural resources
Time zones: day and night
Seasons, tides

Teaching Ideas/Student Activities

Landform Plywood Map - On a piece of plywood or other suitable material, have students sketch a map of the area being studied. Have available an outline map including contour lines. The scale used should be metric. Build up high areas with baker's clay, modelling clay or plaster of Paris.

*All of these topics should be referred to when teaching subsequent units.

Paint with appropriately colored powdered paint when dry. From this activity students will learn to draw maps, make decisions on scale and indicate landforms on a map.

Recipe for Baker's Clay

1 c. flour
1 c. salt

Mix together, add water, a little at a time.

Knead with hands until pliable and of the consistency of clay.

Papier Mâché Models of Earth, Sun and Moon -

The materials needed are three round balloons or similar round objects, e.g., beachballs, some newspaper cut in narrow strips, and paste.

Blow up the balloons and dip paper strips in paste on the balloons to build up a thick, smooth and round surface on each balloon. Allow sufficient time for drying.

Paint the balloons to resemble the Earth, Sun and Moon and mount on large drawing pins or dowels with appropriate tilt. These can be used in a darkened room with a flashlight to illustrate day, night and the seasons.

This activity can be related to the adjusted science course.

Imaginary Trip

Students could take an imaginary trip within the province, e.g., from Port Hawkesbury to Amherst without going through Truro, plotting a route, identifying places of importance on the map, and finding pictures or making drawings indicating why these places might be noted or famous. Students should also note the symbols which are used on the map to be able to apply these to future studies relating to maps.

Simple Graphs

Have students use and make simple graphs - pie graphs of the monetary value of products of an area, and/or graphs of populations using symbols of different sizes to indicate population distribution with respect to age, place of residence or other factors.

This activity can be related to mathematics and will provide students with the practice they need in graphing and interpretation of symbols, whether on a road map, or on a map depicting population distribution, temperatures, precipitation, or the like.

Pollution Study

Students might visit a refuse disposal area, landfill operation or

disposal plant, noting their locations, methods of operation and their effects on the environment.

Enquiry Activity

Involve students in activities relating to such physical features as seas, rivers, and landforms, by studying selected pictures, making models and illustrations and by discussing similarities and differences.

Resources

* *The New Exploring a Changing World*, Unit 2, pages 12-73
* *Teacher's Guide to the New Exploring a Changing World*
Homelands of the World, Abramowitz and Job, Globe Book Co., 1977 - Unit 1, pages 4-58
Teaching Guide to Homelands of the World
Exploring the Western World, Schwartz and O'Connor, Globe Book Co., Inc., 1973 Unit 1, pages 1-17

UNIT 2 - LOCAL AREA**

This unit helps students to understand what a community is and some of the different types of communities in existence. The study should begin with the local community.

Content

Factors in a local area which determine the establishment of a community including location with respect to markets, sources of power, waterways and other transportation routes.

Identification of types of communities in terms of:

- physical characteristics
- history
- occupations of the people
- services and population distribution by age
- business and recreational facilities
- industries, and important buildings and sites including historic and public buildings, museums, librarien and cemeteries

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* These are the two authorized textbooks for the adjusted social studies program and are obtainable from the Nova Scotia School Book Bureau.

** The *Teaching Suggestions for Local Studies (Primary-Grade 12)* document (1977) contains suggestions for the study of a local area as well as for using local studies as part of the various disciplines of the school program. Teachers should refer to the junior high section.

Teaching Ideas/Student Activities

Local History

Have students collect information about past generations. Old photographs, clothing styles, letters, diaries and maps, artifacts and antiques, could be displayed in a prominent place in the school or in a special place in the community, and be available for future selective studies such as changes that have occurred in the size of the community or in styles of dress over a fifty-year period and the reasons for such changes. Students' parents and grandparents could be excellent sources of information, pictures, etc. for this activity.

Roadmap - This activity requires a class set of roadmaps.

Grid game - using a roadmap, teach the use of the index and grid system. Explain how the game is played and play one round for practice. To start the game, write a place name from the index on the board. The winner is the first person to locate the place correctly using the index and grid.

Plan a Trip Game - decide upon departure and destination points. The winner is the first person to finish with the proper route numbers, kilometrage (this is a new metric term indicating number of kilometers) and names of towns passed through.

Photography Idea

Make a collection of photographs of the community using as topics (i) historical sites or buildings, portraits of important citizens in the town's past; (ii) occupations and services with emphasis on occupations with which the students could become involved; (iii) land use survey, outlining typical residential areas, businesses and industrial areas.

Local Guided Tour

Design a local guided tour such as an historical or garden walk, by using photographs and a cassette tape to provide a commentary to accompany the tour.

Museum Tour

Always preview the area to be investigated and provide students with worksheets beforehand to channel their observations to the topic desired; e.g., to specific exhibits in a local or other museum. The worksheets can require one-word answers, drawings, etc., and can make the tour seem like a scavenger hunt. As students begin their trip either on foot, by bus, or other means, have them observe and make notes on objects and places they see along the way. Follow-up discussion should center upon each student's noted observations and the worksheets completed at the tour site.

Local Guest Speakers

Invite older people, business people, poets, artists, planners or police officers to address students on topics of interest to students and for which each speaker is especially noted and experienced. This activity requires prior preparation of both students and speakers and follow-up by the students of the topic addressed.

Business Studies

Students could make a study of local businesses by interviewing and perhaps taping interviews with local employers and employees about where people work, how they get to places of business, rural versus urban taxation, crop preservation, factors influencing real estate values, trees and landscaping, rates of pay, qualifications for employment.

Predicting What Will Happen

Select a topic which is popular in the local newspaper and have students write a report which they feel will appear in the newspaper in the future. Then see how closely the students' reports resemble what appears in the newspaper.

Items of Local Interest

Pick some issue, event in the news, or a local event, and have students produce a cartoon with captions depicting the event. Have students use items in a local newspaper to explain what their region is like by referring to the type of news in the paper about the region including items about the interests, ideas and occupations of the people of the area. Have students follow a particular newspaper story over a period of time to see what actually happens.

Class Trip

Teachers might find it useful to take students on a class trip to a nearby area. Before the day of the trip, students should be involved in the planning and should be given certain responsibilities for the trip. For example, selected students could be assigned the drawing of a map of the area, while others are identifying industrial buildings, school houses, railways, bodies of water, location of police or fire station, and monuments which can be located on the map later. Discussions may be held on why these places are located where they are and whether their locations are suitable.

Resources

Road maps from Nova Scotia Department of Tourism and local travel bureaus
County Profiles (Annapolis, Antigonish, Digby, Guysborough, Hants, Kings, Victoria, Yarmouth), Nova Scotia Department of Consumer Affairs

A Cemetery Survey - Milligan and Trask, Nova Scotia Museum
A Book of Maps - Land Use and Natural Resources of Nova Scotia, 1977
a reference volume from Nova Scotia Department of Lands and Forests with useful information on geology, relief, forest zones, population, exports
Topographical Maps of the Atlantic Provinces, Maritime Resource Management Service, Amherst, Nova Scotia
Local Histories - e.g., *Domestic Life in Early Halifax*, Shirley B. Elliott, Nova Scotia Museum, 1973, 36 pages
Project Five to Nine - Primary Social Studies Workbook, Peter Harper, Macmillan of Canada
The Province of Nova Scotia - Communications and Information Centre, 1978, 60 pages. A comprehensive introduction to Nova Scotia, its history, people, geography, commerce and industry, etc. Illustrated. From Nova Scotia Government Bookstore.
Community (sound filmstrips, script) Scarborough: E.T.H.O.S., Ltd.
What is a Community? (filmstrips, teacher's book) Don Mills: Oxford University Press.
Teaching Suggestions for Local Studies (Primary-Grade 12): Guidelines, Nova Scotia Department of Education, 1977.

UNIT 3 - ATLANTIC CANADA

This unit will spread from a study of one's own community(ies) to a study of Nova Scotia and the rest of Atlantic Canada.

Content

Lifestyles in earlier times and today
Physical characteristics of the land
Climate
Historical development
Main industries and natural resources
Main cultural and ethnic groups
Recreational facilities
Job opportunities

Teaching Ideas/Student Activities

Production of a Collage

Students could bring in some old magazines containing pictures of an area under study - e.g., a picture of some landform like a river valley, or some articles related to the landform -- and glue the pictures and other material on a large piece of cardboard or similar material.

A Pioneer Meal

Everyone brings ingredients for a meal using the food stuffs and diet representative of the period under study. Where feasible, students might cook a representative meal in school.

Ethnic Wallhanging

On a large piece of felt have students construct (perhaps by drawing with markers or sewing with embroidery floss) an outline map of Atlantic Canada. In the appropriate areas appliqué distinctive symbols of the ethnic group(s) which settled there - (flags, bagpipes, red-coated soldiers, fleur-de-lis, etc.).

Industrial Map

From foil, styrofoam, wood or artificial grass - cut an outline map of the area being studied. Place symbols of each industry on the map in the appropriate place. The symbols should be three-demensional - e.g., rolls of paper, trees made from moss, models created from clay, etc.

Twinning

Visit nearby historical sites and have students take photographs and gather brochures relating to the sites. Create a photographic or a slide package of historical sites in the whole province or area and correspond with a similar class in another area, exchanging photographs of historical sites.

Educational Excursions

Arrange excursions and trips, when possible, to historical sites close to the local community; e.g., Halifax Citadel, Ross Farm, Sherbrooke Village, local museums, Port Royal, Fortress of Louisbourg or Fort Beausejour. Have students prepare for the trip and for all follow-up activities related to it.

Resources

The New Exploring a Changing World, Unit 3, pp. 76-152
Filmstrips of Provincial Capitals, Scholar's Choice Ltd., Halifax, Charlottetown, Fredericton, St. John's; and on Nova Scotia, Parts I and II, Land, Resources and People and History, Cultures and People from International Film Bureau Inc. Chicago
The Fishermen of Lunenburg, People and Places in Canada, Evelyn Moore, Holt, Rinehart and Winston, 1968.
Learning Experience Kits, Canadian Community Series: Sydney, Wolfville-Kentville; Learning Resources Corp, Ltd., Box 4, Postal Station 5, Toronto 20, Ontario M5M 4L6
Atlantic Canada (7 filmstrips) National Film Board of Canada
Life in Acadia - Fitzhenry and Whiteside Ltd.
Pioneer Life in the Maritimes (National Film Board of Canada)
Life in the St. John River Valley (ETHOS)
Pulp and Paper in Cornerbrook, Ginn Sample Studies of Canada. Ginn and Company, Toronto, 1971
Shipbuilding in the Maritimes, Caleb Seaman - A Loyalist, Early Railroads in Canada, Colonists at Port Royal, Ginn Studies in Canadian History, Ginn and Company, 1972.

Yellow Pages of Learning Resources, Resources Directory, Area Code 800, Group for Environmental Education Inc., 1214 Arch Street, Philadelphia, Penn. 19107

Local History in Atlantic Canada, W.B. Hamilton, Toronto, Macmillan Company of Canada Limited.

National Film Board of Canada, seven filmstrips on Atlantic Canada including Economy, Geography, Island of Newfoundland, Labrador, New Brunswick, Nova Scotia, Prince Edward Island.

UNIT 4 - LIVING IN CANADA
(Urban, Suburban and Rural)

This unit will focus on the places in which Canadians live and should provide ample opportunities for comparative studies of Canadian communities - a farm in the Annapolis Valley compared with one in Alberta, for example.

Content

An understanding of provinces in Canada
Studies of regions in Canada
Studies of cities, communities, and geographical and political divisions
Various ethnic groups
Living in Canada - past and present
Canada in the 20th Century
Main industries and resources
Occupations and jobs of the future
Brief historical development
Energy resources including tidal power, brownouts*, blackouts, windmills, pipelines
Recreational opportunities including outdoor seasonal activities

Teaching Ideas/Student Activities

Map Tracing

Have students trace a map of Canada on a sheet or sheets of styrofoam. Cut an outline of each of the provinces so they may be compared; i.e., one with another, or perhaps compare the size of a province with a large body of water within Canada. Teachers should be sure that students use the same scale.

Mobiles for Current Events and Geography

Constructing mobiles requires relatively few materials (cardboard, hangers, string, colored pencils). Mobiles are an attractive addition to the classroom and also serve as resource material. Students can select a province, draw it, cut it out, color it and attach it to a hanger which can be suspended from the ceiling. These mobiles should be changed

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* A brownout is a partial interruption in electrical power which reduces but does not entirely eliminate electricity for public use.

regularly. Add items for the province under study which illustrate such aspects as cities, industries, transportation routes, mineral resources, etc.

Newspaper Survey

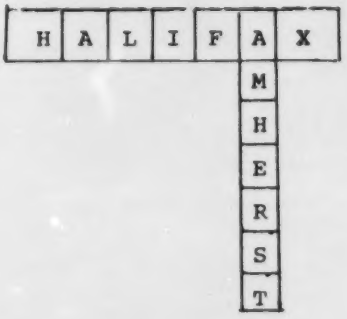
Have students bring newspapers to school for a two-week period. If this is not possible, teachers could collect newspapers over a period of time for use by students. Have the students work in groups and search the newspapers for specific details, e.g., on Canadian cities and towns. They can then make a scrapbook or mount the clippings for each city. This develops neatness, organization and group work, and provides students with the opportunity to keep abreast of current events.

Students could also create a display by placing a map on a wall and drawing lines or placing ribbons from a clipping to the city or location involved.

Ask students to categorize their clippings to see what kind of news is being reported. Provide guidance if necessary.

Crossword Puzzles

Select a subject to be used and give the class a clue, e.g., a city or town in Nova Scotia or Canada on the Atlantic coast (Halifax). The students have to think of a word to fit the crossword puzzle. Students could choose a word from a list previously given to them. Only the teacher gives the clues. Then another subject and clue are given to match another space in the puzzle. This is useful to teach many social studies terms and applications of them. Students could also compose crossword puzzles for each other.



Dice Spelling

Students line up in teams. Each student in turn throws the dice, and then proceeds to the board and correctly writes a word relating to Canada such as the name of a city, town, river, or industry with the same number of letters as the number shown on the dice. Students unable to

find an appropriate word are out of the game and return to their seats to finish some activity already started or to read a short selection.

Rules - no repetition of words used previously
- doubles can be shown as e.g., a ten-letter word - "historical" or two five-letter words which are related to one another - "earth spins"
- 30-second time limit

The team with the most players left at the end of the game wins. The amount of time devoted to this game (as with any games of this nature) should take into consideration the abilities and interests of students.

Resources

Topographic Maps of Canada: Map Distribution Office, Department of Energy, Mines and Resources, 615 Booth Street, Ottawa, Ontario

The Canadians: A Continuing Series, Fitzhenry and Whiteside Ltd., 150 Lesmill Road, Don Mills, Ontario

Holt Sample Studies, Evelyn Moore, Holt, Rinehart and Winston, Toronto, 1968 (*Ferryboats of British Columbia, At Crowsnest Pass, Alberta Foothills, Winnipeg: Gateway to the West, Opasquiak, Manitoba Lowlands, Granby, Gold River, Flinn Flon)*

Cities are for People, Lowry Knight and Leslie Richards, Toronto University Press, 1977, The Bryant Press Ltd.

Exploring the Western World - Schwartz and O' Connor, Globe Book Company, Inc., 1973, Unit 2

Regional Studies of Canada - W. F. Gage Ltd., Toronto, 1970

Canadian Communities, Carroll and Milberry, Ginn and Company, 1975

Homelands of the World, Abramowitz and Job, Globe Book Company, 1977 Unit 3, pp. 125-184

Canadian Mosaic - Moreland-Latchford (filmstrip)

Ginn Studies in Canadian History - see List of Authorized Instructional Materials, Junior High School 1979-80, p. 26 and The Timber Trade, Fort York, Life at Red River, Shipbuilding in the Maritimes etc.

Canadian History Study Prints, Fitzhenry and Whiteside. Early Indian Cultures of Nova Scotia, Life in Early North America, Growth of a Nation, Longhouses to Blastfurnaces

Exploring Canada Through Maps Kit, 52 Skill-Based Activities from Canadian Visuals, Box 39, Thornhill, Ontario

Ginn Sample Studies of Canada, James A. Carroll, Ginn and Company, Toronto, 1971. (Making Steel in Hamilton, Fruit Farming in the Okanagan, Sardine Fishing and Canning in New Brunswick, Mining in the Shield, Tourism in Nova Scotia, Port City-Montreal, An Arctic Settlement-Pangnirtung, The Nation's Capitol - Ottawa, Iron Mining in Quebec, Labrador, Making Pulp and Paper at Corner Brook, Power at Niagara, etc.).

UNIT 5 - LIVING IN NORTH AMERICA

This unit will consist of studies of Canada and the United States

concentrating on relationships between the peoples of these countries and selected events such as the settling of the West, gold rushes, the R.C.M.P., and the establishment of the railways. Emphasis should be placed on present relationships and events which are current and of interest to students.

Content

Political features
Physical features
Cultural similarities, differences and influences
Industries - similarities and differences
Canadian-American relations
The 'melting pot' versus the 'mosaic' or 'kaleidoscope'

Teaching Ideas/Student Activities*

Interviews

Students interview other students as themselves, as other Canadians, as famous persons, in role playing and in job interviews. A tape recorder and/or video equipment can be used. Interviews can be held with family, friends, the man-on-the-street, with practice beforehand in classroom. Interviews should relate to current events, people in the news, energy crises, places of historical interest. Students should then compare responses to note the similarities and differences in them.

8mm/Video

Teach students use of photographic or television equipment for individual reports - traffic flow, what workers do on the job, dramatization of class-written scripts - from history, from the work world, from inter-personal relationships.

Industrial Maps

From some material such as foil, styrofoam, wood, artificial grass, cut an outline map of an area. Place symbols of each industry on the map in the appropriate place. These symbols should be three-dimensional, e.g., rolls of paper, trees made from moss, models from clay.

Resources

The New Exploring a Changing World, Unit 3, pp. 76-152
Pamphlets from Department of Tourism
Studies in Canadian History - Fitzhenry and Whiteside
Topographic Maps for the United States, Map Information Office, U.S. Geological Survey, General Services Administration Building, Department of the Interior, Washington, D.C. 20242

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* Teachers should refer to the Supplementary Document, *Social Studies, Grades 7-8*, for additional teaching ideas and student activities.

Exploring the Western World, Schwartz and O'Connor, Globe Book Co., 1973, Unit 2
Canadian Communities, Carroll and Milberry, Ginn and Company. Contains information about many Canadian communities including Pioneer, P.E.I., Lunenburg and Toronto
Homelands of the World, Abramowitz and Job, The Globe Book Company, 1977, Units 2 and 3, pp. 59-184
Canadian Mosaic, filmstrips from Moreland-Latchford
Ginn Sample Studies, List of Authorized Instructional Materials - Junior High
Eco-Lab, A Study of the rural and urban environment, Learning Concepts 1971
Us and U.S.A. is a periodical with games, puzzles, economics, etc. published by the Department of External Affairs, Ottawa, Ontario Lester B. Pearson Building, 125 Sussex Drive, Ottawa
S.R.A. Research Lab (Kit) and
S.R.A. Map and Globe Skills, available from Nova Scotia School Book Bureau

SUBSEQUENT UNITS 6-12

As described earlier, these seven units build upon the first five, provide for a more detailed study of selected topics and can be taught either as separate or integrated studies. The seven units are:

Unit 6 - World Cultures
Unit 7 - 20th Century
Unit 8 - Current Events
Unit 9 - Consumer Education
Unit 10 - Citizenship and Government
Unit 11 - Mass Media
Unit 12 - Headliners Past and Present

UNIT 6 - WORLD CULTURES

This unit will allow students to explore selected cultures in Europe, Asia, Africa and Latin America and to relate these cultures to what they know and understand about Canada and North America.

Content

Basic human needs including food, shelter, clothing, leisure time activities
Basic human relationships
Overcoming prejudices and developing an appreciation of the positive aspects of other cultures.
Representatives of other cultures living in Canada

Teaching Ideas/Student Activities

Using Pictures for Visualization

Use pictures, filmstrips and films representing countries being studied

in this unit to help students obtain information about the countries such as: modes of living; physical environments; climates; industries; and perhaps different animals found in each country studied.

Comparative Studies

Have students compare the countries being studied with respect to area occupied, population density, weather and climate, land formations, and ways people earn their living.

Unfamiliar Terms and Words

Procure illustrations or pictures which will illustrate words or concepts which could be outside the experience of students, for example: deserts, monsoons.

Guest Representatives

Ask local representatives of countries being studied to come to class and speak to students or be interviewed on such subjects as dress, foods, tools and implements, buildings, industries, language and religion in the countries from which they come.

Map Study

Teachers should provide maps of countries being studied and develop students' map-reading skills relating to direction, location of places, grids, use of symbols, relief and estimating distances. This same procedure could be used to help students develop skills in working with globes.

Comparative Studies - Other Countries and Canada

Have students state, list or otherwise represent ways in which they find out about what is happening in other countries. This activity will offer the opportunity to examine and comment upon the communications media and international travel. Students could then provide examples of the similarities and differences between countries they discover from their examination.

Students should make a pictorial or other representation of goods which move into and out of a country and explain orally or otherwise several ways in which one country depends upon another.

Given an example of a country which is very different from their own, students might be asked to name several advantages and/or difficulties which might be experienced if their families were to move to that country. This activity provides an exercise in comparative studies and in an examination of another country's characteristics. Students and visitors who have come from another country could be invited to come to class for this activity.

In like manner, students can: (1) make generalizations about adjustments and problems which might be experienced if students from the country

being studied were to move to Canada, and (2) make suggestions as to how the new students might be made to feel happy and content in Canada.

Using such items as climate, size of the country, population and industries, students could make a comparative chart using Canada and other countries they have been studying.

Resources

The New Exploring a Changing World, Units 4 (pp.156-220), 5 (pp.290-341) Units 7 and 8 (pp.346-454)
Teacher's Edition of the New Exploring a Changing World - Macmillan
Cultures in Canada - Macmillan
Homelands of the World - Abramowitz and Job, The Globe Book Company, 1977 - Units IV, V, VI, and VIII, pp.185-397
Cultural Centres of the World - Fitzhenry and Whiteside
Look Again - Morton and McBride
Exploring the Western World, Schwartz and O'Connor, Globe Book Company, Inc., 1973, Units 2, 3 and 4

UNIT 7 - 20TH CENTURY

This unit will provide students with an overview of Canada during the period from 1900 to today.*

Content

The technological changes which have occurred during the period especially those related to transportation, power, medicine and communication.

Important events which have occurred such as:

- Skylab
- The sinking of the "Titanic"
- Introduction of polio vacine
- World War I and World War II
- The Halifax Explosion
- Cuban Missile Crisis
- The Great Depression
- Some events within students' memory or experience
- The building of the Wreck Cove hydroelectric project
- The energy crisis

Famous people of both past and present.**

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* Current events should be treated on a continuing, or weekly basis throughout all levels of this program. See Unit 8, Current Events, for further information.
** Reference should also be made to Unit 12 - Headliners Past and Present.

Lifestyles of today compared with earlier days of the 20th century with particular reference to: food, houses, clothing, crystal radio, telephone, television, super-highways, entertainment, music, transistors.

Teaching Ideas/Student Activities

Using the headings what, who, when, where, why and how, have students compare a number of short lead paragraphs about some event which has occurred in their community. Have students observe the pattern of the paragraphs which will often be: someone did something - to or about something, e.g.,

A. Police - Arrest - Suspect
B. Drivers - Benefit
C. Canadiens - Crush - Leafs

Give students several lead paragraphs or short news articles. Have them write appropriate headlines, imitating the patterns seen in the preceding exercise. Compare and discuss which headlines are most informative.

(The following activities will provide exercises for students in searching the newspapers for specific information).

Collect ten articles from the daily paper and cut the headlines from the articles. Give students five minutes to match the appropriate headlines with the articles and then ask students who finish quickly to describe their methods.

Examine two or three different lead paragraphs of newspaper articles. Ask students what information is given. They should be able to answer: what, who, when, where, why and how.

Give students several headlines. Have them write appropriate lead paragraphs. Now repeat the matching of headlines and articles as described earlier. See how many students can do this more quickly. Have them discuss any changes in their approach.

Comparative Studies

Have students compare wages and salaries paid at the turn of the century with those paid now and engage students in a discussion of why such great changes have occurred. Teachers can use comparative data on clothing styles, food, or methods of transportation obtained from old catalogues and older persons in the community(ies).

Famous Canadians

Have students select famous Canadians of past and present indicating the differing reasons they became famous, e.g., Robert Service, John McCrae, Nellie McClung, Stephen Leacock, Don Harron (Charlie Farquharson).

Lorne Greene, Anne Murray, Murray McLaughlin, Marshall McLuhan.

M dia Studies

Students could be asked to listen to local television news and public affairs programs. Selected brief news items could be put on the board and used to develop a story or stories as a reading lesson. One story could be put on the board and used as a reading lesson. The stories could be recorded on paper and kept in a special scrapbook or file. Weekly reviews of the news are particularly useful as well as year-end news highlights.

News broadcasts, when possible and legal, could be taped, and students asked to identify two persons, two places, and two events mentioned.

Teachers should take advantage of the special supplements, periodically included in daily and weekly newspapers, on particular topics.

Students should engage in role playing activities as these studies lend themselves to this kind of activity.

Resources*

Basset, John M. *Timothy Eaton* (Canadian Series, The). Toronto: Fitzhenry and Whiteside Limited. (Titles include *Beaverbrook, R.B. Bennett, Norman Bethune, Henri Bourassa, Joseph Brant, Emily Carr, Lauren Harris, Mary Pickford, Louis Riel,* and many others)

Brown, Roger David, *Blood on the Coal* (Springhill Mining Disasters). Windsor: Lancelot Press Limited.

Canada and the Great War; The Coming of War 1939; The Depression; The Great Depression; Newfoundland and Confederation; The North-West Passage; Oil; The Winnipeg General Strike; Laurier; Wings of Progress (Jackdaws). Toronto: Clarke, Irwin and Company Limited.

Farrar, F.S., *Arctic Assignment* (The Story of the St. Roch). Toronto: Macmillan Company of Canada, Limited.

Meering, Rosemary. *Emily Carr* (The Canadians). Toronto: Fitzhenry and Whiteside Limited.

Patton, Janice. *The Sinking of the 'I'm Alone'; How the Depression Hit the West; The Exodus of the Japanese.* McClelland and Stewart Ltd.

Singer, Barnet. *The Great Depression* (Canadian History Program). Toronto: Collier-Macmillan Canada Limited.

Stephens, David E. *It Happened at Moose River.* Windsor: Lancelot Press Ltd.

Stewart, Roderick. *Norman Bethune.* (The Canadians). Toronto: Fitzhenry and Whiteside Limited.

Wilson, Mary Carol. *Marion Hilliard* (The Canadians). Toronto: Fitzhenry and Whiteside Limited.

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* Resources for this unit are so numerous that only a few can be mentioned.

Audio-Visual

Canada Between Two World Wars (film). Education Media Services
Canada in World War One (film). Education Media Services
Canada and the First World War; The Great Depression; Canada and the Second World War; Canada's North; Women in Canada (See Here Now!- sound filmstrips). Toronto: Prentice-Hall of Canada Ltd.
January 15, 1910 Kit

UNIT 8 - CURRENT EVENTS

This unit should be a continuous series of activities to keep students abreast of events, first as they occur in their own communities, and then as they occur regionally, nationally and internationally. They could be studied on a weekly basis during this three-level course.

Some readily available sources of information are the local radio, television, newspapers and other printed materials.

Content

Events affecting or related to fellow students in provincial schools.
Local community developments in pollution control, law enforcement, building construction; disasters; noteworthy developments.
Provincial and regional current events as these might affect one's own community or oneself.
World events, particularly those items of interest to students of Nova Scotia.
Elections and exercising the franchise.

Teaching Ideas/Student Activities

Have students listen to radio newscasts, or television news specials, or read local newspapers for items about the local area. Some students could write and present for the benefit of the rest of the class a brief résumé of the news items.

Have students bring clippings from local newspapers or short articles from magazines to present to the class. This activity could set the stage for a general discussion of a particularly interesting event.

Have students prepare radio scripts giving their own version of the news of any day or week.

Picture Studies

Teachers could ask students to bring pictures, maps or other pictorial references (some titled and some not) and describe briefly their impressions of these items suggesting suitable titles for the untitled ones.

Social Studies Resource and Reference Area

Teachers should establish a social studies reference area in the classroom for which students could be asked to supply some items including their own work, magazines, books, photographs and pictures, some samples of headlines, news items, index cards and notebooks on which are listed current events covered each week. This activity would provide for a continuing base of materials for use by the students.

Sources of Information on Current Events

Students could be asked to list the ways current events are made known to them. The list would probably include radio, newspapers and television, but might very well include discussions among themselves.

Have students describe, by using maps or globes, where a particular current event in the world has occurred. Then study more extensively why the event probably occurred where it did.

Dramatization of the News

Students could be placed in groups, each group representing an area of the province and each performing a dramatization of an event which recently occurred in that area. They might indicate what happened, what effect it had on the lives of the people and why it occurred where and when it did. This activity could also be used for national and international events.

Who Am I? Bulletin Board

Students might prepare a photographic display of pictures of world and national leaders taken from newsmagazines with numbers on the pictures but no names. The names are listed on a separate and hidden paper. The first student to correctly identify all the pictures wins.

Resources

Local newspapers
Radio and television news broadcasts and specials
Magazine articles, photographs, pictures and pictorials
Local historians and interesting people
Local radio and television personalities and newscasters
Pamphlets and periodicals
Canada and the World - monthly magazine

UNIT 9 - CONSUMER EDUCATION

The content of this consumer education unit should be integrated into the teaching of other subjects. It should be used to give a practical and relevant emphasis to each area. For example, if students are learning

to obtain more for their money, they are likely to find mathematics more interesting.

Content

Money and related matters such as credit costs, the poor at home and abroad, shopping, advertising and kinds of shopping in one's own community.

Critical thinking related to advertising, commercials, owning a home versus renting, mortgage costs, energy costs, comparison shopping, making menus from ad specials.

Leisure time activities including costs, reading, recreation, sports.

Family budgets including percent, savings, food costs, rent or mortgage payments, fuel costs, telephone and electrical bills, taxes, etc.

Employment and related subjects such as unemployment, self-discipline, welfare, rewards, opportunities, career awareness, work experience.

Teaching Ideas/Student Activities

Posters on Advertising

Compose a large poster with different advertisements, preferably colored ones, on a variety of subjects. Discuss some of the aspects and ideas used to sell a product. Try to obtain examples for the posters of a number of selling methods.

Purchasing Habits

Have a discussion concerning competition which arises when a family tries to have more or better possessions than the neighbors. Show how attempts to obtain large numbers of material possessions over a short period of time can lead to serious complications.

Daily Journal

Suggest that students keep a daily journal of items on which they spend their money. This could lead, after a week or so, to identifying common purchases or a comparison of different reasons for their purchases.

Filling out Applications

Obtain different applications and/or other forms and have the students fill them out for practice in knowing what personal data is usually required on such forms. Associated with this, teachers could have students act the roles of employer and employee using the appropriate forms for the role being enacted. A student activity related to the use of forms will benefit students by giving them practice in completing forms and an opportunity to familiarize themselves with the language of forms and questions usually asked on these documents.

Selling Techniques

Have students collect magazine and newspaper articles with examples of selling techniques, or select T.V. ads to be watched and discussed. This activity helps develop critical thinking, i.e., distinguishing between fact and opinion and detecting faulty reasoning. Students could create their own advertisements and slogans.

Survey

Give students lists of items to price at various stores and chart differences. Show that it pays to shop around.

Sources of Groceries

Give students a grocery list. Place grocery advertisements in various parts of the room and have students purchase products at the cheapest prices. All information regarding the groceries should be accurate and complete. Teachers could ask students to identify the sources or countries from which the groceries came. Have students produce line drawings on a map indicating sources of food.

Consumer Reading Practice

Students could read information on packages, labels, etc. to find weight, ingredients, how the product may be used, and its source. Comparison among brands (packaging and labelling) could also be made.

Menus

Have students plan menus based on sale items during one week. This exercise could be done with the help and consultation of the home economics department in the school. Perhaps the students could prepare the meal suggested if facilities are made available.

Handling Earnings

Students should be given opportunities to do exercises on planning their own budgets, arranging for purchases, using credit, and doing other things associated with money management - opening a savings account, filling out deposit and withdrawal slips, handling loans and loan applications.

Games

Make up 50-60 questions with one word answers. Prepare cards which have all the answers listed in random order. Write the questions on individual strips of paper and place in a box. Draw a strip of paper

from the box, and read the question. The students search their cards for the answer and cross it out when they find it.

Resources

Inquiry: Consumer Education, J. Keogh Rash, Globe Book Company, Inc. 1975
Consumers' Management, Margaret Raines, Chas. A. Bennet Company, Inc. 1973 Peoria, Ill. 61614
The Canadian Consumer, Freudeman, Copp Clark Publishing Company, 517 Wellington Street West, Toronto, Ontario
Maturing in a Changing World, Prentice Hall, Scarborough, Ontario, 1971
Your Money Matters ... An Education Service from the Royal Bank, Royal Bank of Canada
Forms in Your Life, List of Authorized Instructional Materials
Canadian Book of Money, Doubleday Canada Ltd., 105 Bond Street, Toronto, Ontario
Learning from Newspapers, Canadian Daily Newspaper Publishers
Educational material from local offices of insurance companies
Home Economics for Children and Youth with Exceptional Learning and Behavior Characteristics, Department of Education Teaching Guide No. 6 1977
Turner-Livingstone Reading Series (See List of Authorized Instructional Materials) The Money You Spend; The Jobs You Get; Looking for a Job; Training for a Job; Starting a Job.
Working with Cash, Mathyn, David T., Copp Clark Pitman, 1979
Consumer Education - A Teaching Guide, 1977, Nova Scotia Department of Education
Local Credit Unions may have educational materials such as filmstrips, 16 mm films, pamphlets, etc.
Maritime Tel & Tel (simulation game for setting up a company)
You, The Consumer, Daw Beatty, John Wiley & Sons Ltd., 22 Worchester Road, Rexdale, Ontario
Catalogue 46, 47, 1901, The T. Eaton Co., Ltd., The Musson Book Co., Toronto, 1970.
Federal Consumer Affairs Department, Consumer Service Bureau, Consumer and Corporate Affairs, Consumer Information, Halifax.

UNIT 10 - CITIZENSHIP AND GOVERNMENT

This unit should focus on the democratic process in Canada with special emphasis on the different levels of government and elementary examples of law, especially as the latter relates to students.

Content

The local government and the citizen-student
Government of the province
Government of Canada - federalism
Rights, privileges and duties of citizens
The law and the adolescent
Agencies and services of governments

Keeping the peace - law enforcement, family court
Exercising the franchise

Teaching Ideas/Student Activities

Law and Students' Obligations

Show students how the law influences all aspects of their lives, indicating why laws are necessary, why and what rules and regulations are necessary at home and school, and how laws directly affect students - curfew, school attendance, drugs, restrictions on admittance, etc.

Government Services for Students

Trace through the structure of governments - municipal, provincial, federal - to show students what services are available to them. This could be done in conjunction with visits to government agencies, or displays of government literature.

Courtroom Visitation or Speakers

Have a judge or other official of a court (family, citizenship, criminal) speak to students on what takes place in court, or when possible, have students visit a court in session.

Legislators

Students should be expected to know the names of prominent legislators in their communities and nation including the Prime Minister, their Mayor or Warden or councillor and other members of legislative bodies.

Jurors

Find someone who has served on a jury and have that person speak to the class on such matters as qualifications, the experience itself and other items relating to the case on which he was a juror.

Classroom Election Display

Using the blackboard or other means have students outline the sequence of an election - main issues, list of candidates, location of polling booths, some sample ballots, the election day, election results. This exercise could relate to an election in the school, community, province or nation. Students should also discuss their right and privilege to vote.

Resources

Civics and Citizenship - revised Guidelines, Grade 7-9, Youth Education Teaching Guide No. 11, Nova Scotia Department of Education, 1978 (for student activities, ideas, many useful references).

Getting Along Series of Skills - deals with common life situations, and will help students to understand their responsibilities once they are out of school.

Civics Authorized Instructional Material List, 1979-80, p. 29.

Local R.C.M.P. and other law enforcement officers.

Local, provincial and federal departments and agencies for speakers, pamphlets, literature

A-V Kit - *Why Laws are Needed*

Canada and the World

Office of the Prime Minister, Part 1, Part 2, Part 3; Community Responsibilities; Parliamentary Procedures in Action (Education Media Services).

Can rgo (Canadian Urban Government) Game, Contact Willis Rudd, Nanaimo District Secondary School, 355 Wakesiah Avenue, Nanaimo, B.C.

Caucus II (Canadian Politics in Action) Game. Scarborough: Van Nostrand Reinhold Limited, 1976.

Chart on "The Government of Canada" available from the World Book Encyclopedia.

Several publications available on the List of Authorized Instructional Materials for Specialized Reading Needs, all levels contain items which might be useful for civics.

In *Be a Better Reader* (Prentice-Hall of Canada Ltd.,), the following articles might be useful for civics.

Book 1 - 'Rebellious Years' (William Lyon Mackenzie), pp. 100-101
'Why was the Government Criticized?' pp.102-103
Book 2 - 'In the Days of Confederation', pp.52-53
'Why Did the Provinces Unite?' pp.52-53
'The Cause of Confederation', pp.54-55
'Democracy - The Canadian Way of Life', pp.128-129
Book 4 - 'Different Theories of Government', pp.116-120

In *Go: Reading in the Content Areas* (Scholastic Book Services), the following are useful:

Grade 5 Level Book - 'Move Over - Stop Pushing', pp.74-77
Grade 6 Level Book - 'A Nation of People - and Cities' (population), pp.73-75
Grade 8 Level Book - 'The United Nations ... An International Family' pp.76-81

For information on Municipalities, contact -

Union of Municipalities
Executive Director
Roy Building, Suite 134
1657 Barrington Street,
Halifax B3J 2A1

Municipal Administrative Program
Institute of Public Affairs
Dalhousie University
Halifax B3H 4H6

Working for Canadians, Edward Marchand, Prentice-Hall of Canada Ltd., Scarborough, Ontario, 1979.

A recent publication is *A Guide to Local Government in Nova Scotia*. Kell Antoft, editor; Jack Novack, Project Co-ordinator.
What You Should Know About Democracy and Why, Scholastic Magazine, Four Winds Press.
Here's How It Happens, How Governments Work in Canada, Alex Carlon, Gage Educational

UNIT 11 - MASS MEDIA

The aim of this unit is to give students an opportunity to examine the mass media - radio, television, newspapers, magazines, records, labelling on merchandise - for their uses, accuracy, influence and values.

Content

The expression of Canadian identity through the modern media to understand ourselves better.

The communication of ideas within Canada and from outside the country.

The uses of mass media to gain access to information, entertainment and education.

Teaching Ideas/Student Activities

Classification of Television Programs

Students could examine a telecast schedule and classify the programs - sports, children's news, cartoons, drama - as Canadian or non-Canadian. They could then debate the extent to which programs are suitable for them and/or what they obtain from them.

Media Debates and Studies

Similar debates or studies could be conducted for movie listings, magazines on a newstand, or pocket books in their school library or local bookstore.

A "What If" Situation

Have students imagine there has been a one-week blackout of all radio and television services to their communities and homes. Conduct a discussion or have each student prepare an imaginative report on how such an occurrence would or would not affect daily life.

Field Trip to Newsplant

Make arrangements to visit a local newspaper plant, a radio or television station, or a cable television company and see at first hand how the newspaper is produced, a radio or television program prepared, the sources of news, programming and editorials. The students should

have the opportunity to meet and to talk to newsmen, script writers, cop. employees, editors, lighting technicians and others involved in the programming.

School Publication Study

Have students imagine they are newswriters for their school newspaper (if the school does not have a newspaper, the students with the help of teachers, might consider producing their own) and have been assigned to write brief, accurate articles on some phase of school life (sports, students' council, debating, the library, use of the auditorium). Have students write the articles and then present them to the teacher in charge of the respective activity for a check on accuracy.

Music

Ask students to listen attentively to records of their favorite musical groups. Have some students bring a few records to class and play them. Then have the students describe what the words of the selection mean to them or discuss how popular music has influenced their habits, attitudes, clothing and hair styles.

Personal Choices

Teachers could encourage their students to have discussions periodically on topics which they as students select because they are interested in them - smoking vs. non-smoking, drinking habits, rock concerts, how the media influence the choices people make.

Television Studies

Students could be asked to select several Canadian television programs, and after viewing them describe how the programs show Canadian life, people, customs, history, geography. Students could do the same with American programming and then compare the two indicating why they like and dislike certain programs.

General Media Studies

Mass media are used to provide information, entertainment and education. Teachers could ask students to read a newspaper, watch a television program or listen to a radio program. Then each student would be asked to state which of the three purposes of the mass media the assignment best illustrates. In some cases what is read, watched or heard will illustrate more than one purpose.

Resources

Local radio, television program schedules together with advertising supplements, telecasters, local newspapers, school year books and periodic school publications.

Learning from Newspapers, Dr. Hugh Partlow, Canadian Daily Newspaper Publishers Association, 1974
The Advertisement Book - Doubleday Canada Limited
Mass Media in Canada - McGraw-Hill Ryerson
The Mind Benders - McGraw-Hill Ryerson
Look Again - Tana Oban, Macmillan Company of Canada Ltd.
Hidden Persuaders, Vance Packard, McKay, 1957
Materials, pamphlets and personnel of the Human Rights Commission, Halifax
Articles, filmstrips, films etc., on libel and slander, bias and prejudice.

UNIT 12 - HEADLINERS PAST AND PRESENT

This unit will give the students an opportunity, one period per week throughout the year, to identify some outstanding people who have contributed in some way to Canadian life in such areas as folklore, music, art, drama, literature, human dignity, entertainment.

Content

The list of famous people should be selected from those who are known to all students and could be selected from among sports figures; prominent local names (a person for whom a school is named, for example); television and radio personalities; local historical figures; and local persons who gain popularity or fame during the year.

Some examples are Duc D'Anville, George Chevalo, L.E. Shaw, Giant MacAskill, Nancy Garapick, Charles Tupper, Lorne Green, Joseph Howe, Thomas Haliburton, Nellie McClung, Stephen Leacock, Charlotte Whitton, Anne Murray, Don Harron (Charlie Farquharson), Stompin' Tom Connors.

These are suggestions only and teachers should feel free to select other figures of local, regional, provincial or national importance and significance.

Teaching Ideas/Student Activities

What Constitutes a Famous Person?

Teachers should begin by having a class discussion about what it is that makes a person famous, obtaining from the class as many reasons as possible; for example, a person's inventiveness, musical or artistic ability, political acumen or journalistic capacity.

Media Studies

There are numerous avenues to consider as teaching strategies including: playing records or tapes concerning a famous person's contributions; reading portions aloud of some sample works of literature; when possible

having a well known person pay a visit to the classroom; obtaining pictures, photographs or some relic relating to the famous persons selected for study.

Interviews

Have students seek out and locate in their communities men and women who have lived through a local disaster (Moose River Mine Disaster, the Great Depression); older men who rode the rails, lived in government relief camps or hostels or who were children who stood in Depression soup lines. Then, through a variety of techniques - conversation and discussion, questioning, taping - obtain from these people their views of the times during which they lived.

Famous Singers

Have students listen to some of the music of Anne Murray or Stompin' Tom Connors. Students could consider other singers or bands, orchestras, folk or rock musicians. Have the students describe what the songs are about and why the songs and the singers are popular.

Roles of People - Past and Present

During recent years stereotyping of roles of men and women, boys and girls, has been under criticism. Have students discuss the meaning of stereotyping. Have students follow for a short period of time selected television programs to find if this criticism is valid. Discuss students' findings in class.

Local Achievement

Have students follow the progress of a well-known, famous, local person for a period of several weeks. This could be done by reading newspaper articles about the person, observing the person on television or in public places. Students could then suggest the reasons why a particular person is famous. Students should then make a list of the characteristics which helped make people famous. This could be done for regional, national and world figures.

Famous People of the Past

The preceding exercise can be adapted to refer to famous people in the past. Using books, magazines and other sources, students could suggest reasons why some persons became famous in the past.

Heroes and Heroines Named and Unnamed

Have students bring in portraits, photographs, murals and other pictorials which describe persons whom they believe to possess heroic characteristics. Discussion could follow of what constitutes a hero or heroine.

Resources

The Canadians - A Continuing Series, Fitzhenry and Whiteside Ltd., 150 Lesmill Road, Don Mills, Ontario

Canadians All - Portraits of Our People, Terry Angus/Shirley White - Methuen Toronto - Book I and Book II.

Glimpses into Nova Scotian History, Nova Scotia Archives